DOCUMENT RESUME

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TITLE	A Workshop for Interdisciplinary Faculty Teaming. Description of Teacher Inservice Education Materials.
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ABSTRACT

The described learning module consists of directions and materials for setting up a workshop designed to develop team teaching skills for elementary and secondary school teachers. The scope and sequencing of topics is described as well as the activities and resources involved in using the module. Ordering information is provided, and a critique of the module is included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: A WORKSHOP FOR INTERDISCIPLINARY FACULTY TEAMING

Publication Date(s): August 1974

Intended Users: Pre and inservice teachers wishing to work cooperatively

Grade Level(s): K - 12

Number: Group

Primary Focus: Developing effective team relations is the focus of this product.

School subject(s) and/or in-service topic(s) covered:

This is a three-day Workshop designed to develop team teaching skills and to improve the group dynamics and interaction among team members, to explore how to capitalize on each member's strengths and how to function well as a team.

What participant does in using the materials:

The Workshop is designed in units. There is a significant amount of group interaction, discussion, games, role playing, as well as smaller team work, viewing films, transparencies and individual task completion.

Resources:

A Workshop kit in a binder which includes printed material for handouts, bibliography, notes to the coordinator. The recommended time is three days. There is a two-day supplement for a shorter workshop. The time is flexible however. A room, projector and transparency equipment is needed.

Describer critique:

This Workshop offers teachers a thorough, well planned program which is facilitated by a coordinator. There is enough material for serious development of team teaching capabilities.

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TS 14

(II) team teaching
(TS) classroom learning environment
(m) interaction: teacher/teacher - games/role play/simulation

TD

1.0 PURPOSES:

The product was developed to facilitate team teaching and is designed for team members to function more effectively as a team and to minimize counter-productive behavior within the team. This workshop provides a set of experiences designed to aid in the development of team skills such as planning, problem solving, effective communication and the evaluation of team effort. The experiences are also designed to introduce participants to skills that individuals may use to effect productive teaching. Team members should be able, upon completing this workshop, to function more cooperatively and effectively within the team, allowing for strengths of each member to be fully utilized. These skills will then impact the learning environment of the students as well as enhance teaching methods of team members.

2.0 CONTENT — Scope and Sequencing of Topics:

SCOPE

Workshop material is printed in a three-ring binder and is designed to be done in three days, but could be shortended to two days. Optimally, the plan is designed as a unit with built-in sequencing; however, modification is a possibility. Each unit does involve handouts which require the coordinator to order films, make sure readings are available, etc. Participants complete "Ideas for Workshop Focus" prior to beginning.

The workshop begins with an orientation and moves into "Value Classification" (1 hour); which builds awareness of each team member's values.

This is followed by "Assumptions" (1½ hours); where members understand how their assumptions affect their behavior within the team.

After a break, "An Introduction to Team Functioning" begins (3 hours); designed to increase awareness of team functioning. "Team Functioning" (1 hour) shows how behavior can contribute to or obstruct effective teaming. "Team Building (2 hours) has participants practicing the task and team relations functions in their work as a team.

"Meeting Procedures" (3½ hours) has members becoming more aware of team processes that increase the organization and efficiency of meetings by building an agenda, making decisions by consensus and establishing continuity by recording minutes.

"Problem Solving" (3 hours) shows participants how to apply the problem solving sequence to problems facing the team.

"Team Agreements" (1 hour) develops norms for the team's functioning.

"Accountability" (1 hour) has participants becoming accountable to the team for their actions that effect team functioning.

"Resource Identification" (30 minutes) develops understanding of each member's strengths. A section is included on closing the workshop with an index of handouts.

SEQUENCE

An optional prerequisite or follow-up activity is A Hnadbook for Interdisciplinary Teaming, secured from the same distributer (see 3.2 and 5.3). In using just this Workshop, one could use it best in just the sequence suggested by the developer, but the time could be arranged according to specific needs.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Material is in a three-ring binder and includes instructions for co-ordinator as well as for participants, and all printed handouts, with a two-page bibliography. The material covers 147 pages and is designed for three days. A two day version is also included.

3.2 Help given in use of product:

The product is virtually self-contained and allows for adaptability by coordinator and participants in terms of time allocations and topics covered.

This may be used before or after A Handbook for Interdisciplinary Teaming or remain independent of the Handbook. The Handbook is thoroughly detailed in the Project literature under the code listing TS12.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Two "inventories" are included: end of day and end of workshop, which allows for evaluation of the workshop. Personal assessment could easily be developed by participants and coordinator.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A coordinator is recommended. All materials are required except for transparencies, two films, and various common workshop items such as chalk -- which are readily available. This would best be done sequentially, but the time could be arranged according to specific needs. A room for group work and film viewing is required.

5.2 Distributor name/address:

Research and Development Center for Teacher Education
University of Texas
Education Annex 3. 114
Austin, Texas 78712
(512)471-3844

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
A WORKSHOP FOR INTERDISCIPLINARY FACULTY TEAMING	$10.00	No	1	yes

Note: A Handbook for Interdisciplinary Teaming also sells for $10.00. It is a self-contained book with handouts included. An optional bibliography is appended.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Gene Hall, Susan Loucks, Brad Manning, Julienne Pendleton, Robert Pennington, Richard Wallace, Donald Witzke.were all involved in the development of this material. The production was made possible through the University of Texas, funded from the National Institute of Education.

6.2 How developed and when:

This was developed through solid research in teaming, drawing on various studies in the field. It was field-tested on teachers in six secondary parochial schools and on 30 college faculty members at two parochial colleges (all in Texas). The workshop was revised as a result of suggestions and feedback made during the field-testing.

6.3 Evidence of effectiveness with users:

The results of the field-testing were recorded in two reports. The first was the "F.A.T. Pilot-test Evaluation Report" (based on data collected on the six secondary parochial school teachers); published by Our Lady of the Lake College, Octobert 1973. The second was the "F.A.T. Evaluation," published by Incarnate Word College, January 1974. This latter study covered the data drawn from the field-testing conducted on the 30 college instructors.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This helps in developing strong team potential for teachers. It is well planned, documented, with clear statements of purpose, goals, outcomes. There is room for coordinator and participants to expand or contract all the units or to change the topics according to individual interests, concern, values.

Content accuracy/social fairness/community acceptance issues:

The workshop presumes a bias toward teaming as a valuable teaching tool. There does not appear to be anything controversial in the material. However, the interaction components are designed for frank discussions of personal behaviors which enhance or are counterproductive to teamwork.

Overall summary/comment:

The workshop is well-organized, theoretically sound and allows for full development of team functioning; as well as for individual input into the workshop process itself. The material offers a solid beginning for the development of teaming and includes a useful bibliography at the end.